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Accreditation Report for the Postgraduate Study Programme of:

MSc in Information Systems Development and Security
Department: Informatics
Institution: Athens University of Economics and Business
Date: 11/06/2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **MSc in Information Systems
Development and Security** of the **Athens University of Economics and
Business** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of MSc in Information Systems Development and Security of the **Athens University of Economics and Business** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. FRIDERIKOS VASILIS (Chair)

(Title, Name, Surname)

King's College London (KCL), University of London

(Institution of origin)

2. ANDREOU ANDREAS

(Title, Name, Surname)

Johns Hopkins University

(Institution of origin)

3. PAPADAKI MARIA

(Title, Name, Surname)

University of Warwick

(Institution of origin)

4. Skevoulis Sotirios

(Title, Name, Surname)

Seidenberg School of Computer Science and Information Systems, Pace University

(Institution of origin)

5. ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ

(Title, Name, Surname)

University of Western Macedonia

(Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The accreditation review of the Postgraduate Study Programme (PSP) entitled “MSc in Data Science” and “MSc in Information Systems Development and Security” offered by the Athens University of Economics and Business (AUEB), was conducted by the External Evaluation and Accreditation Panel (EEAP) on the 4th, 5th and 6th of May 2026 through remote participation. Those two MSc programmes are offered jointly by the Departments of Informatics and Statistics within the School of Information Science and Technology. The process started on 4th of May 2026 with a preliminary private meeting of the EEAP members. During this meeting, responsibilities were assigned, the preparatory documentation was reviewed, and arrangements were made for the submission of the required documents to HAHE. This initial session enabled the Panel to prepare effectively for the subsequent 3 days review of the offered programmes.

The formal review began with a comprehensive presentation by the two Directors of the PSP programmes. The aim of those presentations was to provide an overview of those two seminal and long-standing programmes for the University. The presentations were mostly qualitative in their nature and tried to cover the key ingredients of the programmes whilst providing also their history. The presentations managed to effectively provide a holistic view of the two offered PSP programmes. The presentations were approximately 15 minutes in length (30 minutes in total for both programmes) and that allowed significant amount of time for a lively discussion between the EEAP members and the leadership team (Mr. Leonidas Doukakis, Professor Vice Rector, President of QAU, Mr. Ion Androutsopoulos, Professor Head of Informatics Department, Mr. Dimitris Gritzalis, Professor (Director of MSc in Information Systems Development and Security), Mr. Themis Stafylakis Associate Professor (Director of MSc in Data Science), Mr. Ioannis Tzoufras, Professor (Member of Steering Committee of MSc in Data Science), Mrs. Eugenie Foustoukou, Assistant Professor (Member of OMEA) President of QAU & Mrs. Panagiota Ioakeim, Supervisor of QAU). In the subsequent session, the EEAP had the opportunity to conduct an online tour of the programme’s facilities, including classrooms, lecture halls, libraries, laboratories, and other supporting infrastructure. The decision was that the tour will take place in an offline manner so that all EEAP members could assess the infrastructure at their own pace.

Following that, on Wednesday the 6th of May 2026, the first meeting was held with the teaching staff of the “Information Systems Development and Security” PSP programme. Considering the fact that the submitted documentation was more than two years ago this session helped to provide a more updated view on issues related to course delivery, the

overall *modus operandi* of the programme and how research from members of staff drives the lectures and the material of the programme. This was followed by a meeting with five current postgraduate students, during which the EEAP had the opportunity to hear their views regarding the programme, its courses, and the overall organisational structure. A subsequent meeting was held with five graduates of the programme, who shared valuable insights and experiences gained during and after their studies. Furthermore, a dedicated session was held with a wide range of stakeholders and social partners. This discussion confirmed not only the very strong market demand for specialised expertise in the programme's field related to cybersecurity as a whole and underscored the importance of creating high calibre professionals but also the exceptional structure of the programme and high-quality content. The review concluded with an internal debriefing session by the Panel, followed by final clarification meetings with key member of the leadership team (Mr. Leonidas Doukakis, Professor, Vice Rector, President of QAU, Mr. Dimitris Gritzalis Professor (Director of MSc in in Information Systems Development and Security), Mrs. Eugenie Foustoukou Assistant Professor (Member of OMEA) & Mrs. Panagiota Ioakeim, Supervisor of QAU).

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The PSP programme “Information Systems Development and Security” is offered by the Athens University of Economics and Business (AUEB) from the Departments of Informatics (part of the School of Information Science and Technology). The PSP programme in its current form has been established in 2020. However, it is worth noting that it represents the evolution of the long-established MSc programme in Information Systems which has been running for more than two decades. The PSP programme aims to educate highly specialised professionals equipped with both theoretical knowledge and practical skills, capable of effectively addressing organisational needs in the security, design, implementation and management of information systems. In terms of its operation, it operates through two equivalent study modes: Full-Time (FT) and Part-Time (PT). The programme duration is 3 semesters for FT study and 4 semesters for PT study. The programme offers two possible streams. The first one relates to the development of intelligent large-scale information systems and the second one focuses on cybersecurity & protection of critical infrastructures. According to the regulations the maximum student intake is 35 students per cohort.

For a student to graduate the requirement is the successful completion of 90 ECTS credits (including a 24 ECTS Thesis Dissertation). The tuition fees for the FT programme is €4,000 and for the PT programme: €5,600.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

Study Programme Compliance

I. Findings

The quality assurance policy of the PSP in Information Systems Development and Security operates in full alignment with the quality assurance frameworks of both the Department of Informatics and the University as a whole, placing particular emphasis on the ongoing enhancement of the programme's academic, research, and administrative functions. The programme's quality policy is transparently communicated and disseminated to all relevant stakeholders, ensuring that members of academic and administrative staff, as well as students, actively embrace their respective responsibilities in upholding and advancing the standards of quality assurance. It has been evident from the discussions with the Director of the programme that significant amount of time and effort has been allocated to implement a programme of high calibre, aligned with international standards that prepare very competitive professionals in the area of information systems and security.

The PSP programme is offered on-site. In terms of the overall strategy, the PSP programme is designed to cultivate highly specialised professionals who possess a strong foundation in both theoretical understanding and practical application, enabling them to respond effectively to the demands organisations face in the areas of information systems security, design, implementation, and management. It has to be noted that the main asset of the PSP is the teaching staff. Course leaders are active researchers that contribute significantly to their fields and provide teaching work that amalgamates their own research, contributing to the improvement of students' active and meaningful participation in the learning process. The above has been evident through the discussions with the teaching staff and reinforced with the discussions with the students. Furthermore, the feedback from the social partners has been very positive and they have all highlighted the quality of the students, the high quality curriculum especially

The Quality Policy of the Athens University of Economics and Business is posted on the Institution's central website at the following link: <https://www.aueb.gr/el/content/politiki-diasfalisis-poiotitas>. The responsibilities of the Quality Assurance Unit as well as the structure of the Institution's Internal Quality Assurance System are posted on the Unit's website at the following link: <https://www.aueb.gr/el/modip>. Both links are fully operational.

II. Analysis

The PSP programme in Information Systems Development and Security which is offered by the Department of Informatics at the Athens University of Economics and Business is very well established and with a long history programme. The curriculum has been developed in alignment with current and emerging trends in the area of information systems and security. Furthermore, the programme is continuously adapted to reflect the latest developments and provide an amalgamation with the research which is undertaken by the teaching staff members. As discussed during the e-meeting, a deliberate decision has been made to avoid diluting the programme's core academic content through an overly

broad incorporation of the latest developments in Artificial Intelligence. The intention is not to overlook the importance of AI, but rather to avoid a superficial treatment of AI-related topics and ensure that the programme maintains strong depth, coherence and academic rigour within its established focus areas. This issue has been emphasised by the Director of the programme and it is something that Panel agrees.

In addition to that it was also evident throughout the discussions that members of teaching staff truly recognise and appreciate the value of student feedback. However, overall participation rates in the evaluation process cannot yet be considered sufficiently high, and efforts to encourage greater student engagement in this regard would be welcomed.

One area that merits continued attention moving forward is the strengthening of evidence-based decision-making processes, alongside systematic reporting and record-keeping of actions associated with programme modifications and changes to individual courses. In particular, greater emphasis could be placed on the structured collection, analysis and documentation of programme-related data, including student feedback, progression indicators and stakeholder input, to support informed modifications and continuous improvement of courses and programme activities. Such an approach would further reinforce the programme's academic robustness, transparency and long-term strategic development.

Having said the above, it should be stressed all along the line that a notable strength of the programme is the strong and enthusiastic support it receives from social partners and external stakeholders, reflecting its relevance, reputation and alignment with broader academic and industry needs.

III. Conclusions

The PSP programme in Information Systems Development and Security offered by the Department of Informatics constitutes a highly well-structured academic offering that equips students with state-of-the-art knowledge and advanced skills within its disciplinary scope, preparing graduates both for immediate professional engagement in industry and for further academic progression towards doctoral-level studies. An area that would benefit from further development is the systematic utilisation of evidence-based decision-making processes in relation to programme changes, amendments and continuous enhancement activities.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	

Non-compliant	
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Panel Recommendations

R1.1: It is recommended that the programme further strengthen its quality enhancement processes through the systematic adoption of evidence-based decision-making mechanisms.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

This long-standing PSP was re-established in 2020 under decision no. 3312 (FEK 2635/B/2020), with the support of the School of Information Sciences and Technology at the Athens University of Economics and Business. The PSP's design is very strong, and has been informed by comprehensive benchmarking at national and international level, relevant regulatory and professional guidance, as well as high level of expertise and subject knowledge of its academic leadership and teaching staff. The university has adopted a comprehensive, evidence-based approach to designing, approving, benchmarking, and monitoring the PSP performance, which aligns with national legislation, internal regulations, and academic quality standards. The curriculum is comprehensive, modern and has been compared against similar PSPs at national and international level. The outstanding employability of its graduates is further evidence of its successful design, as well as its commitment to encouraging excellence in both technical and soft skills. The PSP actively promotes and rewards academic excellence by offering full scholarships to students who achieve excellent course grades on their first attempt.

The PSP structure includes a substantial and logical set of compulsory and elective courses, designed to provide students with a solid foundation and in-depth specialist knowledge in cyber security & digital Infrastructure protection and Large Scale Information Systems Development. Its strength is the strong integration of computational and cyber security topics, which equips students with sought-after technical, and analytical skills applicable in many contexts.

The PSP offers full-time and part-time study modes and is structured at 90 ECTS with a mandatory dissertation. Its well-designed, high-quality curriculum provides a solid foundation in both cyber security and software development, combining contemporary content with academic and technical substance. Its two pathways—Intelligent Large-Scale Software Development and Cyber Security & Digital Infrastructures Protection—are thoughtfully structured, each offering a coherent set of mandatory modules supported by a suite of pathway-specific optional courses. A smaller set of optional courses is offered to both pathways. This design ensures students gain both breadth and depth across the discipline while tailoring their studies to their professional interests. Given the strong demand for expertise in both areas and the increasing convergence of AI and cyber security, it may be valuable to explore the expansion of optional courses from both pathways, as a way of enhancing flexibility of student-led learning paths.

The university defines a detailed and systematic procedure for curriculum review,

overseen by MODIP and the Senate. The PSP enjoys strong support from its external stakeholder group, who regularly offer their resources and expertise, especially in the context of the dissertation.

All relevant programme information is available through the Student Guide, which has been made available to the Panel in Greek and English.

II. Analysis

The PSP curriculum is well-designed, both contemporary and academically strong, offering a solid foundation as well as in-depth knowledge of issues in the development of secure large-scale information systems. The outstanding graduate employability is another indicator of the PSP's high quality. The PSP promotes excellence by its full-scholarship initiatives, which are offered to students who achieve excellent grades on their first attempt. Another significant strength is the offer of 4-month internships, which allow students to consolidate the technical, analytical, and soft skills developed during their studies and prepare them for the workplace, further boosting their employability.

Perhaps, one suggestion would be to consider expanding the set of optional courses that are offered across both pathways. As the convergence between AI and cybersecurity is increasing, this could offer students more flexibility to shape their learning across both pathways, and support the development of their chosen project dissertation.

Finally, the university procedures on the PSP review are comprehensive, detailed, and effective.

III. Conclusions

The PSP fully complies with principle 2.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The PSP demonstrates a structured and student-centred approach to learning, teaching, and assessment. The program is offered in the Greek language and is governed by a formally approved and publicly available Regulation of Operation.

The program applies multiple teaching and learning methods, including lectures, seminars, workshops, case studies, group and individual assignments, experiential activities, educational events, business simulations, invited lectures, and thesis preparation. In addition, the program makes use of digital educational tools and platforms such as e-class and online educational material.

Student assessment is conducted through written or oral examinations, written assignments, exempting assignments, combinations of assessment methods, and digital forms of assessment. The assessment methods and learning outcomes are communicated to students through the study guide, course outlines, and e-class platform.

The program includes a formally established Academic Advisor system for postgraduate students. Students are generally aware of the institution of the academic advisor, although several students reported that they do not know who their personally assigned advisor is. Students who communicated with their advisor expressed satisfaction with the guidance and support provided.

A formal mechanism for the management of student complaints and appeals is in operation and publicly available on the institutional website.

The program provides opportunities for internships through collaborations with enterprises and organisations. The internship framework is formally regulated, includes academic supervision, and contributes to the practical orientation of the program.

Academic staff encourage students to participate in conferences, journals, seminars, and research-related activities. Some students also participate in projects in supportive research roles and receive relevant certification for their contribution.

Student evaluation of courses and teaching is systematically implemented through questionnaires coordinated by the Quality Assurance Unit. Evaluation results indicate generally high levels of student satisfaction regarding course content, teaching quality, feedback, and educational material. However, student participation in evaluations remains relatively low.

The program maintains an alumni network and some students participate in alumni activities. Alumni indicated that additional seminars, workshops, and professional development events would further strengthen student engagement and networking opportunities. It was also noted that there is no formal student representative participating in departmental meetings.

II. Analysis

The program demonstrates substantial compliance with the principle of student-centred learning, teaching, and assessment. The existence of a comprehensive and publicly available regulatory framework strengthens transparency and consistency in the implementation of teaching and assessment procedures.

The program applies a variety of pedagogical methods and experiential learning activities that actively engage students in the educational process. The

combination of assignments, seminars, workshops, internships, case studies, and thesis work supports the development of both academic and professional competencies. The use of digital educational platforms and learning support tools further enhances accessibility and flexibility in the learning process.

The formalisation of the Academic Advisor system and the complaints and appeals mechanism reflects institutional maturity and alignment with quality assurance standards. Nevertheless, the practical visibility and communication of the advisor system could be improved, as several students were unaware of who their personally assigned advisor was, despite recognising the usefulness of the institution in general.

The program demonstrates a strong professional orientation through collaboration with enterprises and structured internship opportunities. In addition, the encouragement of participation in conferences, journals, and research projects contributes positively to the development of students' research culture and employability.

Student evaluations indicate overall satisfaction with teaching quality, educational material, and faculty support. However, the low participation rate in evaluations limits the effectiveness of feedback mechanisms and the representativeness of the collected data.

Although communication between students and academic staff appears positive, the absence of formal student representation in departmental meetings constitutes an area for improvement in relation to participatory quality assurance practices.

The alumni network represents a positive initiative, although broader alumni engagement and more systematic organisation of seminars, workshops, and networking activities could further support the continuous improvement of the program.

III. **Conclusions**

The program provides a well-structured student-centred educational environment supported by formal regulations, diversified teaching and assessment methods, internship opportunities, research participation, and student support mechanisms. The academic staff demonstrate commitment to supporting student learning, participation, and professional development.

The existence of formal procedures for academic advising, complaints and appeals, and student assessment strengthens transparency and consistency in program operation. The program also demonstrates a positive quality culture through systematic student evaluations and continuous educational support.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Increase student participation in course and teaching evaluations

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*

- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

All the above must be made public in the context of the Student Guide.

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The program operates under a comprehensive and publicly available Regulation of Operation, officially approved and published in the Government Gazette. The regulation governs all major aspects of the student lifecycle, including admission, progression, internships, thesis preparation, assessment, graduation, and certification.

The admission process is clearly defined and includes published calls for applications, eligibility criteria, required supporting documents, language requirements, evaluation criteria, interviews, and ranking procedures. The program specifies admission categories, the maximum number of students, and language requirements for international students.

The program includes clearly regulated rules concerning study duration, progression requirements, attendance obligations, suspension of studies, maximum study duration, examination procedures, and deletion conditions.

Detailed procedures are also established for thesis preparation, supervision, examination, submission deadlines, extensions, and evaluation. Thesis supervision and examination are formally regulated through specific academic procedures and examination committees.

The program provides formally regulated internship opportunities in collaboration with enterprises and organisations. The internship process includes academic supervision and clearly defined procedures.

The institution has established a formal Academic Advisor framework for postgraduate students. Support services are also available to students through institutional counselling, career support, psychological support, library services, and internship support structures.

The program includes provisions for scholarships and awards based on academic and social criteria.

The procedures for awarding the degree, classification of the diploma, graduation

requirements, and certification are clearly defined within the regulation.

An alumni network exists and some graduates participate in alumni activities, although not all alumni are registered in the network. Alumni suggested the organisation of additional seminars, workshops, and professional events.

It was also noted that no formal student representative participates in departmental meetings.

II. Analysis

The existence of a comprehensive and publicly available regulatory framework ensures transparency, consistency, and effective governance throughout all stages of postgraduate studies.

The admission procedures are clearly documented and include transparent academic and professional selection criteria. The program demonstrates strong organisational structure regarding student progression, assessment, thesis preparation, internships, and degree completion.

The regulatory framework provides adequate provisions regarding student rights and obligations, suspension procedures, maximum duration of studies, assessment methods, and graduation requirements. The existence of clearly documented thesis procedures and internship regulations strengthens the academic coherence and professional orientation of the program.

The program also demonstrates a positive support environment through the operation of the Academic Advisor system and institutional counselling and support services. Nevertheless, communication regarding the identity and operation of academic advisors could be further strengthened to ensure full student awareness and utilisation of the mechanism.

The program benefits significantly from collaboration with enterprises and structured internship opportunities, which enhance practical training, employability, and professional development. Furthermore, student participation in conferences, journals, and research-related activities supports academic development and research engagement.

The existence of scholarships and awards contributes positively to student support and motivation. In addition, the program demonstrates a satisfactory quality assurance culture through evaluation procedures and continuous monitoring mechanisms.

However, the absence of formal student representation in departmental meetings limits the systematic participation of students in program decision-making and quality assurance processes. Similarly, stronger alumni engagement could provide additional feedback and networking opportunities for current students and graduates.

III. Conclusions

The program is supported by a comprehensive and transparent regulatory framework covering all major aspects of the student lifecycle, including admissions, study progression, assessment, internships, thesis preparation, graduation, and certification. The procedures are publicly available and aligned with institutional and national quality assurance requirements.

The program offers adequate academic and professional support structures,

including academic advising, counselling services, internship opportunities, scholarships, and access to institutional support services. Collaboration with enterprises and the encouragement of participation in research and professional activities further strengthen the quality and relevance of the program.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Establish formal student representation in departmental meetings

R4.2 Enhance implementation of the Academic Advisor system, ensuring that all students are fully aware of their assigned advisor and encouraged to utilise the support mechanism throughout their studies.

R4.3 Strengthen alumni engagement through regular seminars, career events, mentoring schemes, and networking initiatives, and use alumni feedback systematically to support curriculum development and program enhancement.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training-development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- Procedures and criteria for teaching staff recruitment
- Employment regulations or contracts, and obligations of the teaching staff
- Policy for staff support and development
- Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)
- List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin

Study Programme Compliance

I. Findings

The faculty of the PSP in Information Systems Development and Security demonstrates exemplary qualifications, comprising members with doctoral degrees in relevant disciplines, notable professional experience, and active engagement in research. Faculty recruitment adheres to stringent academic and professional criteria, aimed at fostering excellence in teaching and scholarship. Professional development is systematically supported through participation in conferences, workshops, and international collaborations.

II. Analysis

The program's commitment to faculty development and involvement in research and industry partnerships ensures that teaching staff maintain proficiency in both theoretical and practical dimensions of information systems and cybersecurity. By

encouraging continual learning and exposure to emerging trends, the program sustains pedagogical innovation and relevance, underpinning its effectiveness in delivering advanced education.

Faculty mobility is actively encouraged and is financially supported, to a certain extent, particularly when faculty undertake academic visits or collaborative work outside Greece. Moreover, faculty research is systematically integrated into the teaching process in multiple ways—from the incorporation of ongoing research projects that are examined and discussed in class, to the invitation of postdoctoral researchers who present their work to students of the PSP, thereby enriching the learning environment with current scholarly developments.

III. Conclusions

The PSP meets and exceeds the expectations of Principle 5. The high level of faculty qualification, ongoing professional development, and dynamic participation in research and industry networks collectively create a robust academic environment that supports student learning and achievement.

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 When enrolment in a particular course becomes high, it is recommended that the PSP allocate additional instructional support—such as teaching assistants, graders, or other auxiliary resources—to help manage the increased workload and ensure that faculty responsibilities remain balanced and sustainable.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services
- Tuition utilisation plan (if applicable)

Study Programme Compliance

I. Findings

Students enrolled in the PSP benefit from extensive learning resources, including access to modern computing laboratories, specialized software platforms, and a comprehensive digital library. The university also offers structured student support services, such as academic advising, career guidance, and technical assistance. Additional enrichment activities, including seminars, workshops, and mentoring programs, are regularly organized.

II. Analysis

The breadth and quality of learning resources facilitate both independent and guided study, ensuring that students acquire essential knowledge and skills for

professional advancement. The multifaceted support system is responsive to academic, technical, and career-related needs, contributing to student retention and success. The provision of practical learning opportunities through workshops and mentoring further enhances the educational experience.

III. **Conclusions**

The PSP in Information Systems Development and Security fulfills Principle 6 requirements, providing an integrated framework of resources and support that empowers students to achieve their academic and professional objectives. This comprehensive approach ensures the sustained quality and competitiveness of the program.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The report on the information management systems for the programme is discussed in three reports (M7.2, M7.3, M7.4) and an archive, M7.1.zip with raw data pertaining to courses, student enrollment e.t.c dating back to 2015.

II. Analysis

The panel finds the report complete. It discusses the role of the National Information System for Quality Assurance and continues with the discussion of the process that is employed to update of the programme material. Also discussed is the process used to archive reports and evaluations of the program.

Relying on the Athens University of Economics and Business infrastructure, the student information system (SIS) is state of the art and provides access to

information to post-graduate students to faculty and staff.

There is a long list of topics/areas that are mapped to relevant topics and information in the Information Science and Technology Programmes (going back to 2015-2016). It was difficult to digest all the data in archive M7.1.zip. There is no programme specific data provided (other than the informal data during the presentations).

There is also discussion on how the collected data at the department level, such as the student evaluations for courses and faculty teaching is available online in the website

<https://www.aueb.gr/el/node/22500>. Such student evaluations and other collected data, are employed to improve the program and make awards for the best faculty teacher annually. Students are also evaluated and the best student gets a student award.

III. Conclusions

The Panel concludes that the programme has done a good job in establishing and maintaining state of the art information systems for administration, student monitoring and reporting as well as student support services to facilitate state of the content delivery.

Panel Judgement

Principle 7: Information management	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R.7.1: The panel recommends that the programme takes steps to use the available information in the IT systems on student performance to provide feedback to the students

R.7.2: The panel recommends a summary of historical data and Key Performance Indicators (KIPs) collected by the programme over a period of 5 years be provided in graphical form so that it would be easy to visualize.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The public information about the University and the Department is fully available online, including information on the programme structure, objectives, documentation in main page <https://mscis.cs.aueb.gr/el/normal/home> that is available in English. The discussion of the process for making changes to the website and content curation is minimal (M8.1.1). However, the programme has provided detailed information (M8.1.2) with minutes from University level meetings where the guidelines for managing and updating school/department/program websites at AUEB were established.

Document M8.2 provides a set of links and discussion complementary programs within the School of Information Sciences and Technologies/Department of Informatics.

II. Analysis

The programme website is structure in form and function to be consistent with the website of AUEB. The website has a professional look and is maintained by an external company and it is maintained under the umbrella of the School of Information Sciences and Technology/Department of Informatics.

The landing page for the program in the Department of Informatics website is in English and there is a link to the program. The Department employs the more inclusive and adopted standard for the English and Greek version of a website with the "EN" letter-based symbol and "EA" and not an English flag or Greek flag. This is not so in the University landing page! The Department should be applauded for maintaining the website to the highest standards. However, once

the link is accessed the program page is in Greek with no possibility to switch in English (i.e. No “EN” or “ΕΛ” buttons). It is not clear if there is a web page in English.

III. Conclusions

The Panel concludes that the M.Sc. program in Information Systems Development and Security programme has information about the programme in Greek but not in English. The website employs state of the art features and dovetails the design of websites of other programs at the Athens University of Economics and Business (AUEB).

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R.8.1: Special attention must be paid in the validation and curation of the information that is added to the website for accuracy and integrity and the updating process needs to be documented at the program level.

R.8.2: The Panel recommends that an English version of the website is developed.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
 - b) the changing needs of society*
 - c) the students' workload, progression and completion of the postgraduate studies*
 - d) the effectiveness of the procedures for the assessment of students*
 - e) the students' expectations, needs and satisfaction in relation to the programme*
 - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The university confirms that it carries out the annual PSP self-assessment using MODIP, with relevant quality performance data collected through OMEA, the Programme Director and the Department. The findings of this process are recorded and shared with the relevant stakeholders, leading to the creation of action plans, and accompanying progress trackers. This internal evaluation process is described and published on the University's MODIP website. The process also outlines a comprehensive and detailed description of procedures and mechanisms for continuous improvement, demonstrating strong alignment with internal quality assurance expectations. Having said that, the quality targets, ie the thresholds for triggering a performance review at assessment, course, or

programme level could be specified more clearly. Similarly, as the implementation of such processes progress, historical annual self-assessment reports, action plans and trackers could provide concrete examples of internal self-assessment and evaluation processes. It is important to note at this stage that the Panel has received current and historical annual quality performance data, which demonstrate a robust and high-performing programme, with no cause for concern.

II. Analysis

The university provides a comprehensive and detailed description of annual monitoring procedures for programmes of study, demonstrating strong alignment with the expectations of internal quality assurance requirements. While these processes are described thoroughly, it would be useful to provide evidence of current and historical annual self-assessment reports, action plans and progress trackers. Similarly, it would be useful to specify the quality targets, ie the thresholds for triggering a performance review and action at assessment, course, or programme level. It is recognised that these thresholds might need to be agreed at university level, rather than at programme level. Overall, although the processes are clearly described, and data are collected and retained, it would be useful to provide evidence of improvements that have been implemented as a result. Historical annual reports, and action plans could show how effectively the programme team closes the feedback loop, even in such a strong-performing PSP.

III. Conclusions

The PSP demonstrates substantial compliance with Principle 9.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 The Panel recommends the specification of quality thresholds for triggering performance review and action plan at course and programme level.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

The last external evaluation took place in 2018 at the University level. The panel was provided with a table with the 2018 evaluation outcomes and a complementary table with progress in achieving the proposed suggestions for changes (M10.1).

In addition, MODIP conducts an annual internal evaluation of the PSP and tracks the progress in implementing its recommendations. Its evaluation process considers a wide range of parameters and quality markers. A large number of recommendations from the internal and external evaluations have already been addressed, but not all (to the best of the reviewer's knowledge). A sample of recommendations still pending include the following:

- Improvement of the quality of the teaching (40% completion)
- Review of the programmes of study with the course coverage and quantitative evaluation of the goals per course (60% completion)
- Evaluation of existing processes for quality assurance, including support services practical training, library resources and placement office (40% completion)
- Consolidation of current programmes given limited resources (0% completion)

II. Analysis

At the University level there is a committee that assesses and approves the changes e.t.c before any changes occur that meet the goals of the University. The

faculty are fully aware of the value of KPIs (Key Performance Indicators) and they understand the need to track them systematically. Furthermore, there is a new initiative at the National level to normalize and formalize KPIs and the program clearly will benefit from that.

The programme was established in 2020 after the 2018 review. Therefore, much of the discussion here pertains to the Department rather than the programme of Information Systems Development and Security.

III. Conclusions

The processes and procedures for monitoring, evaluating and revising/updating programmes in the Department of Informatics are extensive, detailed, robust and are appropriately governed by national and institutional regulations. The programme would benefit from a consistent effort to address all recommendations, documenting not only the actions taken to implement them and the progress being made, but also the rationale for not implementing them.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R.10.1: The Panel recommends keeping historical records for meetings and discussions (minutes) at the programme level with justifications why suggestions from reviews were not implemented. The programme would benefit from a consistent effort to address all recommendations, documenting not only the actions taken to implement them and the progress being made, but also the rationale for not implementing them.

R.10.2: The Panel recommends an annual meeting with the stakeholders (companies supporting the programme) to discuss and review the relevance of the curriculum to industry. This external review is somewhat urgent given advances in generative AI and the stakeholders see large gaps developing in the next few years between the knowledge the students acquire and its relevance for industry.

PART C: CONCLUSIONS

I. Features of Good Practice

- Truly exceptional academic leadership and professional administrative support.
- Strong academic team delivering a high quality curriculum with excellent feedback from students.
- Experienced professional administrative staff and a supportive University environment for all students.
- Strong involvement from external stakeholders
- There is strong evidence from both current and former students that the programme is of high quality, with students consistently expressing their appreciation for the excellent academic experience it provides.

II. Areas of Weakness

- Expansion of laboratory-based activities and hands-on learning opportunities

III. Recommendations for Follow-up Actions

R1.1: It is recommended that the programme further strengthen its quality enhancement processes through the systematic adoption of evidence-based decision-making mechanisms.

R3.1 Increase student participation in course and teaching evaluations

R4.1 Establish formal student representation in departmental meetings

R4.2 Enhance implementation of the Academic Advisor system, ensuring that all students are fully aware of their assigned advisor and encouraged to utilise the

support mechanism throughout their studies.

R4.3 Strengthen alumni engagement through regular seminars, career events, mentoring schemes, and networking initiatives, and use alumni feedback systematically to support curriculum development and program enhancement.

R5.1 When enrolment in a particular course becomes high, it is recommended that the PSP allocate additional instructional support—such as teaching assistants, graders, or other auxiliary resources—to help manage the increased workload and ensure that faculty responsibilities remain balanced and sustainable.

R.7.1: The panel recommends that the programme takes steps to use the available information in the IT systems on student performance to provide feedback to the students

R.7.2: The panel recommends a summary of historical data and Key Performance Indicators (KIPs) collected by the programme over a period of 5 years be provided in graphical form so that it would be easy to visualize.

R.8.1: Special attention must be paid in the validation and curation of the information that is added to the website for accuracy and integrity and the updating process needs to be documented at the program level.

R.8.2: The Panel recommends that an English version of the website is developed.

R9.1 The Panel recommends the specification of quality thresholds for triggering performance review and action plan at course and programme level.

R.10.1: The Panel recommends keeping historical records for meetings and discussions (minutes) at the programme level with justifications why suggestions from reviews were not implemented. The programme would benefit from a consistent effort to address all recommendations, documenting not only the actions taken to implement them and the progress being made, but also the rationale for not implementing them.

R.10.2: The Panel recommends an annual meeting with the stakeholders (companies supporting the programme) to discuss and review the relevance of the curriculum to industry. This external review is somewhat urgent given advances in generative AI and the stakeholders see large gaps developing in the next few years between the knowledge the students acquire and its relevance for industry.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6 ,8, 10

The Principles where substantial compliance has been achieved are:

7, 9

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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